



Christ Church & St Peter's CE Primary School
'Aiming High & Caring for Everyone'

Christ Church & St Peter's Church of England Primary School



Feedback Policy

Created / Revised by: Sarah Evans

Approved by Governors:

Next Review: 2025





Feedback Policy

Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils, to ensure a consistent, whole school approach in order to maximise pupil progress.

Purposes

The purpose of feedback at Christ Church and St Peter's Primary School is to:

- Inform the pupil what they have done well and what they need to do to improve.
- To identify and address misconceptions quickly.
- Support pupil confidence and self-esteem in learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Establish and reflect the high standards that we have for our pupils.

Processes

Teachers continuously give verbal feedback as part of 'high quality' whole class teaching e.g. reminder, prompt, checklist.

If greater level of feedback is required a teacher will analyse if an individual, a group or the whole class needs feedback.

- If an individual needs feedback the teacher uses **model marking** in the moment.
- If a group or children across the room need feedback on a similar element, the teacher gathers the children to **remodel, refocus and support**.
- If there is a common need across the class, the teacher **stops and adapts** the teaching cycle for all.

Live Marking is marking in the moment- giving the children live/ instant feedback that they then can use to move on. Feedback would be necessary if a misconception is spotted, if children are not using an element of the S2S or if they are achieving well and need to deepen their learning. Live feedback can be used with an individual, a group or a whole class.

Individual Feedback – Model Marking examples

Following live feedback a teacher might adapt the next lesson, provide a pre teach or post teach intervention or feel secure that the children are back on track.

It is not expected that a misconception or an error should be seen continuously through a piece of work and most certainly not across more than one piece of work. It is expected that a form of feedback is used to intervene.

A tick will be placed next to the LO to show that the teacher has seen the work and the child has met the objective- if the child has needed repeated support- and therefore the objective is not securely met- no tick will be added but the support will be evident and demarcated on their work. Whilst there is no expectation to see marking all over each piece, it is expected that teachers will have looked through books as part of Afl.





Non-negotiable Procedures

- We only mark in pink and green ink.
- PINK = POSITIVE, GREEN = GROWTH
- Written comments will relate only to the LO or the S2S.
- We model cursive handwriting in our marking; adult writing is neat and legible.
- We use S to denote where we have given live feedback in the moment or supported/intervened with an individual/group, we use I to denote when they have continued on independently (the assumption is all work is independent unless denoted by a S), we use G to denote when group feedback has been used in the moment.
- Quotes from children can be signalled using a V and their quote in inverted commas.
- If children mark their own work- they will use 'SM' to show this in the top right corner.

When giving feedback for corrections

- We do not correct children's errors for them.
- Reminders for missing capitalisation or missing punctuation can be shown in the margin (on the correct line) in green. Please use the following symbols: C., !? () ; ; ' ""
- Children to tick once included.

Spelling

Incorrect spellings can be:

- Green line/dotted line underneath eg: **happie** - to show the children that they need to find the correct version themselves if the teacher feels they should know it already.
- Underlined / dotted underneath and modelled for the children in the margin if the teacher feels this is necessary
- no more than three spellings should be dotted per piece of work.
- It is not an expectation that every child is pulled up for every spelling within a piece of work.

Presentation

Where presentation is not following the policy, a P should be placed with a note of what they have done incorrectly.

Extended writing

Work in extended writing books are final drafts. They should be marked with only a short, positive comment. Marking of the work leading up to the 'final draft'- in Literacy books- should be marked as per the policy. In addition, teachers will complete a marking ladder for the relevant year group and attach this to each piece of work completed by each child.

In Years 2 and 6, where writing has led up to a child's 'final draft' within their Literacy books, this should be marked only after the children have edited and redrafted their own writing- this ensures that all work used for assessment is *independent*.

Responsibilities

- It is the responsibility of all staff working with pupils to ensure that this policy is consistently adhered to.